

## Module Eight

# **THE CHALLENGES OF DISPROPORTIONATE MINORITY CONTACT IN THIS COMMUNITY**

### **Slide Presentation and Discussion for Public Use**

There is a need to expand understanding well beyond the school-to-court organizations that are addressing DMC. Module 8 provides a PowerPoint presentation that can be adapted and used for presentations to civic and community groups, neighborhood organizations, or other organizations and entities that are interested in the issue of disproportionate minority contact or in the value.

# School-to-Court: Local Strategies for Cultural Understanding

Presented by Name of organization

To Name of group or organization  
(listening and viewing the presentation)

## Preparing for Presentation

- Adapt the introductory slide as needed.
- Include additional materials and data from your community or organization as appropriate.
- You may wish to add specific information about your organization's efforts to address DMC or to focus on cultural understanding.

## Speakers and/or Presenters Comments or Remarks

- This presentation addresses the value of cultural understanding in our greater community (city, town, district).
- As \_\_\_\_\_ (*organization*) \_\_\_\_\_ that works closely with youth and families in the minority community, the cultural competency and understanding of all minorities by leadership and staff is critical if we are to be successful.
- Cultural understanding, in our role as a (*school; law enforcement agency; juvenile court services agency; or other*), we work hard to address the long-time disparities of minority youth in our school to court system.
- Today's 20 minute presentation will give you some background on the issue of disproportionate minority contact (often identified by the acronym – DMC) as well as discuss the value of cultural competency and understanding in our community (*city, town, district*).

## Cultural Competency and Understanding

- *“Cultural competency is defined as a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or professionals to work effectively in cross-cultural situations.”* (Cross, Bazron, Dennis, & Ivory)

### Speakers and/or Presenters Comments or Remarks

- Definitions of cultural understanding and competency may differ slightly. This particular definition was selected to give a greater focus on organizational and institutional behavior and action.
- Cultural understanding or awareness is not the same as diversity training.
- Cultural understanding is not achieved through words alone, but through knowledge and the application of that knowledge.
- The most important ingredient in cultural understanding is self-knowledge.
- An essential ingredient in cultural understanding is one's experience.

## Cultural Stereotypes

- Minorities have historically been stereotyped in our country and there are basic assumptions of a particular culture.
  - “Native Americans are...”
  - “Italian Americans are...”
  - “African Americans are...”
  - “Irish Americans are...”
  - “Mexicans are...”
  - “Middle Easterners are...”
  - “White people are...”
  - “Asians are...”

### Speakers and/or Presenters Comments or Remarks

- As most of us understand, we make **assumptions**, and they are most often an accumulation of our observations, experience, the stories we have heard, comments from influential people in our lives, and the media.
- Note - if each of us here would silently complete each of these sentences in this slide, one would expect the same stereotype comment from many here.
- **Assumptions** about cultures may be a matter of a person being uninformed or biased -- but that is not acceptable.
- **Assumptions** about cultures may result in cultural bias and cause a lack of cultural understanding and competency.
- *(Note: You may ask someone to complete one of these.)*

## Taking Responsibility to Ensure Cultural Understanding

- Accept and respect cultural differences.
- Recognize the dynamics of cultural differences.
- Expand cultural knowledge and resources.
- Sustain individual and organizational cultural awareness behavior.
- Adopt culturally relevant service models and policies to better meet the needs of minority populations.

### Speakers and/or Presenters Comments or Remarks

- These are very basic premises in assuring cultural understanding in organizations, but it is essential that these same tenets are practiced by the leadership of the greater community, as well as leaders in the minority communities.
- In every organization and institution there should be an expectation that these are included within all best practices and embedded into the organizational culture.
- Organizations such as ours, as well as others that are a part of the school to court process, recognize these as essential as we work to reduce disproportionate minority contact in our community and region.

## Cultural Understanding

### *A Historical Perspective*

- Decades – even centuries – of history are reflected in today's cultures.
  - Sioux City faced a national outcry in 1951 when Memorial Cemetery refused to bury this fallen soldier?
  - The burning of Shepard's Lumber Yard and demands made for black history courses caused racial tension in Black Hawk County to peak, resulting in a call for the National Guard. What was the year?

### **Speakers and/or Presenters Comments or Remarks**

- This slide and the next slide attempt to emphasize some historically significant events that are important to minority cultures in four of Iowa's counties.
- *(Note: In the supplemental materials, there are a number of historical events that you may elect to use, or determine one or more that is appropriate for the occasion.)*
- History charts progress in racial equality, but it is critical for individuals and organizations to move beyond issues of diversity and equality to cultural competency and understanding. *(Note: Historical timelines are included in the supplemental materials in the Curriculum Guide.)*
- The next slide asks three more questions and provides the answers to the five questions.

## A Historical Perspective

(continued)

- Iowa removed the ban on interracial marriage in 1851. In what year did the US make this the law of the land?
- 1951 marked an Iowa racial controversy when a Drake University athlete was violently assaulted on the football field? Who was that?
- Why was the Floyd of Rosedale trophy created between University of Iowa and Minnesota?

### Speakers and/or Presenters Comments or Remarks

- As we move towards cultural understanding, recognize that history and traditions are deep-seeded in cultures, and while you may hear a comment such as, "They need to get over that stuff, that was a long time ago and it is time to move on," the experiences and feelings are passed down in families and communities for generations.
- The Answers to the five questions:
  - Sioux City faced a national outcry in 1951 when Memorial Cemetery refused to bury this fallen soldier? **John Rice – WW II Veteran**
  - The burning of Shepard's Lumber Yard and demands made for black history courses caused racial tension in Black Hawk County to peak, resulting in a call for the National Guard. What was the year? **1968**
  - Iowa removed the ban on interracial marriage in 1851. In what year did the US make this the law of the land? **1967**
  - 1951 marked an Iowa racial controversy when a Drake University athlete was violently assaulted during a game on the football field? Who was that? **Johnny Bright**
  - Why was the Floyd of Rosedale trophy created between University of Iowa and Minnesota? **To diffuse the racial tension between the University of Iowa and University of Minnesota that arose from rough play in the previous years.**

# The School to Court Process

Why Cultural Understanding is so Important

## Addressing Disproportionate Minority Contact (DMC)

- Community schools
- Juvenile court services
- Law enforcement

Work together so that minority youth are not over-represented in:

- School removals – in-school and out-of-school suspension, expulsion, and interim settings.
- Juvenile arrests and complaints
- Juvenile court services referrals

### Speakers and/or Presenters Comments or Remarks

- We can see remnants of history continuing today in some of our behaviors and practices.
- Schools, law enforcement, and juvenile court services, work together to address issues of disproportionate minority contact, within the community.
- Statistics show that minority youth are over-represented in school removals, arrests, and complaints, as compared to white youth.
- While these organizations work together to address DMC, they have specific – and different – organizational missions. Communication and best practices are emphasized to limit DMC and improve educational attainment for all students.
- Over-representation impacts educational attainment by interrupting school attendance and engagement
  - In 2009, only 69 percent of African American students graduated from high school as compared to 89 percent of white students.
  - Fundamentally, students are not learning if they are not in school.
  - DMC is a focus for all three organizations and cultural understanding is essential to ensure an equitable, positive, and safe learning environment for all students.



## Addressing Disproportionate Minority Contact (DMC)

### Facts

- The rates of *removals*, *arrests*, and *referrals* of minority students to Juvenile Court Services are each more than *double* the proportion of minority enrollment.
- School removal data show that, statewide, minority students account for 17% of 2010 enrollment but 39% of removals.
- Disruptive behavior is the most identified reason for removal of all students.

### Speakers and/or Presenters Comments or Remarks

- *(Note: School-to-Court Process: Local Strategies is “data rich,” and graphs and charts are available in Module 3 to further explain the issue of DMC. These are simple facts to point out the number of youth who are affected by DMC.)*
- There has been an ongoing effort by all three local organizations (schools, law enforcement, and juvenile court services) to work together and bring these numbers down.
- The state of Iowa, through collaborative efforts at the local level is also working to improve student achievement and reduce disproportionate minority contact in the schools to court system.
- Cultural understanding is one part of this effort.

## Progress in Reducing Disproportionate Minority Contact is Measured by Data

- The improvement and success of our efforts is the bottom line and data is an indicator.
- It is important that the data collected gives a complete picture, including being broken down by gender as well as race/ethnicity
- Data are essential, but caution must be used in interpreting the data so that it provides a true picture of the community.
- Iowa is changing and the Census data provide a picture of the past and the present.

### Speakers and/or Presenters Comments or Remarks

- In our organizations, we are always eager to see the data that comes out.
- *(Note: If you choose to use data slides for your county, they are included in Module 3. This Module provides a number of data categories and would allow comparisons between counties and over the years for your own county.)*
- As we address issues of DMC, we also know that Iowa is changing. The population is shifting from rural to urban areas, there is little growth in the state, and the percentage of minority population is growing.
- The next slide notes some of the changes.

## Iowa Data and Trends

### A Few Facts

- From 2000 to 2010, Iowa grew 4.1%, while the nation as a whole increased population by 9.7%.
- Over 60 years, Iowa grew by only 425,000 people.
- It was not until 1970 that Iowa's white population dipped below 99%.
- Iowa's current statewide white population is 93.3%.
- The percentage of whites in 4 urban cities (Des Moines, Iowa City, Sioux City, and Waterloo) range from 76.4% to 82.5%.

### Speakers and/or Presenters Comments or Remarks

- These facts simply point out that in the past decade, the white population declined in Iowa. Minorities from countries and continents from around the world have become Iowans.
- Bosnians, people from the Middle East, Africans, Russians, Latinos, and Vietnamese (and many others) represent many distinct cultures.
- And in addition to Iowa's new immigrants, Iowa's African American and Native American communities also have distinct cultures that make up the fabric of the state.
- We all have a responsibility to become more culturally aware and competent.

## DMC Impact on Kids

### Cultural Competency and Awareness

- Short-term and long-term impacts of school removal and youth involvement in the judicial system include:
  - Loss of potential
  - Kids are labeled
  - Kids get angry, parents get angry, community gets angry
  - Court fines lead to wage garnishment
  - A criminal record serves as barrier to full employment
  - Lower educational attainment and social capital results in a loss of minority and women in positions of power and leadership in the community

#### Speakers and/or Presenters Comments or Remarks

- For a young person to be out of school or in the judicial system can result in tragic situations for the individual and family.
- We simply want to point out just a few of the basic impacts that come about with removal of a student from school.
- There are a number of other impacts that affect the individual's and families' economic future, the minority community, and certainly the greater community.  
*(Note: You may want to point out some other impacts of school removal and youth involvement in the judicial system.)*
- As law enforcement, the school district, juvenile court services, and other organizations work together to reduce disproportionate minority contact, a greater understanding of the respective cultures is essential.
- As you can also understand, there is a great value for our community – and especially for community leaders – to seek out a better understanding of the cultures that make up our community.

## Disproportionate Minority Confinement (DMC) – a Longtime Focus

- As early as 1991 – Iowa began to address DMC.
- An ongoing effort-
  - Iowa Criminal and Juvenile Justice Planning Agency – Division of the Department of Human Rights.
  - Local community, organizational, institutional, research, planning, etc.
  - Iowa’s law enforcement, schools, and juvenile court system.

### Speakers and/or Presenters Comments or Remarks

- It is important to note that reducing minority juvenile confinement (which later was changed to “contact”) began as early as 1991 with a federally funded demonstration project that assessed the extent of minority overrepresentation of juveniles within secure settings.
- Another phase of the project followed and was designed to address and implement strategies to reduce disproportionate minority juvenile confinement. *(Note: You may wish to look in the Facilitator Guide supplemental materials for more historical information.)*
- Throughout the years, project demonstrations engaged communities and organizations at a number of levels. *(Note: You may want to note that Black Hawk, Johnson, Polk, and Woodbury have more recently continued to be the demonstration counties.)*
- Recent activities and programs in our county include: *(describe some current local initiatives)*
- So – if you are thinking – “have we made progress in the last 20 years?” The answer is \_\_\_\_\_ *(your perspective)*

## With a Greater Focus on Cultural Understanding

- Many approaches to discuss and train individuals and organizations
- Our organization and others in the community work hard to support cultural understanding and implement local strategies
- The state of Iowa recently developed a School-to-Court: Local Strategies Initiative

### **Speakers and/or Presenters Comments or Remarks**

- Cultural Understanding is not the same as Diversity Training
- The state of Iowa, in cooperation with Black Hawk, Johnson, Polk, and Woodbury Counties – their local organizations and DMC Committees – worked closely with the State DMC Subcommittee to develop a process and instrument and make it available.
- There are a lot of approaches to cultural understanding, but in order to best address where individuals and organizations fall in their own respective continuum of cultural understanding, a Cultural Competence Continuum can be used as a measure.
- The following simply points out the stages of the continuum.

## Cultural Competence Continuum

- Cultural destructiveness
- Cultural incapacity
- Cultural blindness
- Cultural pre-competence
- Cultural competence
- Cultural proficiency

### Speakers and/or Presenters Comments or Remarks

- There is no perfect measure for cultural competency for an individual or organization.
- I am giving this as an example of how one might look at the different stages of cultural competency.
- I am going to read these definitions, and ask you to consider your own self and/or organization.
- *(Note: A thorough summary of the Cultural Competence Continuum is used as a Handout in Module 5.)*

**Cultural destructiveness** – is characterized by attitudes, policies, structures, and practices within a system or organization that are destructive to a cultural group.

**Cultural incapacity** – is the lack of capacity of systems and organizations to respond effectively to the needs, interests, and preferences of culturally and linguistically diverse groups.

**Cultural blindness** – is an expressed philosophy of viewing and treating people all the same.

**Cultural pre-competence** – is a level of awareness within systems or organizations for their strengths and areas for growth to respond effectively to culturally and linguistically diverse populations.

**Cultural competence** – where systems and organizations exemplify cultural competence and demonstrate an acceptance and respect for cultural differences.

**Cultural proficiency** – where systems and organizations hold culture in high esteem, and use cultural proficiency tenets to guide all endeavors. *(see Module 3 Handout)*

## A Basic Understanding

- Community and family engagement is defined as any process that involves the public in problem solving or decision making and uses the public to make more informed decisions.
- Community engagement goes well beyond informing, consulting with, and involving the community.
- Community engagement allows the community to be empowered and have influence.

### Speakers and/or Presenters Comments or Remarks

- One must have a basic understanding of minority culture to live and work in any community in this state.
- Truly engaging the minority community is critical to achieve or sustain any level of communication and success – whether it is a school to court issue, an issue of law enforcement, public policy, or any other initiative of the city, county, school district, or other institution.
- If disproportionate minority contact is to be reduced, it is essential that organizations reach out to the families and minority communities in a way to successfully engage and empower them.
- Cultural understanding of that minority community will go a long way in better communicating and engaging parents, minority leaders, and other members of the community.
- Some important suggestions in community engagement:
  - It is important for the minority community to see someone who “looks like them.”
  - It is important that it is someone who can be trusted.
  - It is important to reach into the community and convene where the people are more comfortable.
  - Traditional ways of communicating often do not work – telephones, e-mails, postal service letters. For a variety of reasons, they are not effective.
  - Work closely with key minority community leaders in the faith, business, and nonprofit community, as well as women’s groups and local elected minority officials.



# 1954

- This is serious!!!
- Cultural competency and understanding require individuals and organizations to make a commitment to change.
- Plan and act!
- This is not 1954.

## Speakers and/or Presenters Comments or Remarks

- *Note: This is the closing slide and provides an opportunity for the presenter to expound on cultural understanding as it relates to her/him or his/her respective organization.*
- *In addition, it allows for emphasis on why this is so important to the greater community.*
- *This is not 1954!!!! (Adapt this slide as you see fit. This last line is used to make an impression on the folks who are listening to the presentation, hopefully to help them remember the presentation and some of the content.)*